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ABSTRACT

This study was devised to determine whether teaching a unit on propaganda analysis to sixth graders would improve their ability to detect propaganda devices in literature and the mass media. An experimental group of students participated in a four week unit on propaganda techniques while a control group completed reading comprehension exercises. A Propaganda Analysis Test and the Ohio State University Critical Reading Test were administered as pretests and again at the completion of the propaganda unit to both groups. On the propaganda test, a significant gain was found between the pretest and posttest scores for the experimental group, but not for the control group. No significant gain from the pretest to the posttest was found for either group on the critical reading test. The experiment seems to indicate that sixth grade students are able to recognize and differentiate among the seven types of propaganda following the teaching of a propaganda analysis unit. (TO)

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CRITICALLY READING FOR PROPAGANDA TECHNIQUES IN GRADE SIX

A THESIS

SUBMITTED TO THE FACULTY

OF THE GRADUATE SCHOOL OF EDUCATION

OF

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THE STATE UNIVERSITY OF NEW JERSEY

BY

BONNIE SMITH

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

MASTER OF EDUCATION

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NEW BRUNSWICK, NEW JERSEY OCTOBER, 1974

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CHAPTER I

INTRODUCTION

Critical reading, even though considered an important part of the total reading process, has generally been a neglected area in elementary schools. Studies have shown, however, that it can be taught in the early primary grades (Wolf, Huck, King, 1967). Leo Fay pointed out that: "Actually children at ages well before those at which they enter school are able to make valid judgments in relation to their experiences and their maturity levels" (Painter, 1968).

> There seems (to be) considerable evidence that reasoning ability does not appear suddenly at 3 or 6 or 12 but is a gradual growth, with irregular advances on different areas. The total reaction involved in solving problems is recognizably present in 4 year old children (Russell, 1961, p. 462).

Eller (1968) stresses the importance of critical reading in our daily lives. He feels that for an American citizen to be reasonably well-informed about social, cultural and governmental affairs, he must constantly evaluate his sources of information. He must be aware of the seductive nature of current advertising; and he needs to be correct in his conduct of daily affairs, since erroneous information is available on a diversity of subjects.

According to Spache (1963), propaganda analysis is the most sophisticated reading skill. The Institute of Propaganda Analysis (Doob, 1966) has cited a list of seven propaganda techniques which, because of its dramatic value, can be used in initiating school programs in critical reading and critical thinking. Nardelli (1957) has provided experimental evidence that these skills can be taught in the intermediate grades.

Statement of the Problem

This study was devised to determine whether teaching a unit on propaganda analysis to sixth graders will improve their ability to detect propaganda devices in literature and the mass media.

Specifically, there will be a significant difference in the gain scores on the informal Propaganda Test between the experimental group taught a propaganda analysis unit and the control group. There will be a significant difference in the gain scores on the Ohio State University Critical Reading Test, Part 1, between the experimental group and the control group. Also, there will be a significant correlation between the scores on the Propaganda Test and the Ohio State University Critical Reading Test.

Importance of the Study

Few studies have been made in the area of propaganda and critical reading skills in the intermediate grades. This paper provides an investigation of whether these skills can be taught at the intermediate level.

Definition of Terms

Critical Reading Test refers to the Ohio State University Critical Reading Test, 1967, Intermediate Form. This test was developed to be used with students in grades four, five and six. A 4.0 reading level is necessary to master the general reading mechanics of the intermediate form.

Critical Reading - Some definitiions are quite narrow and some are all inclusive. Spache defines critical reading as the following:

> (critical reading is)...more than literal reading or a simple ascertaining of facts, more than the sum of skills involved in work-type reading-skills or judging the accuracy and relevance of materials.... Critical reading may involve making judgments and inferences, distinguishing between fact and opinion, recognizing the author's purpose or point of view and other types of high level comprehension. Upon occasion, it may employ one or more of these types of comprehension or analysis. But over and above these, comprehension and study skills, critical reading involves an active integration of the author's facts and the reader's insights into a new under-

standing and interpretation of the material (1963, pp. 82-83).

Critical Thinking is "the process of examining both concrete and verbal material in the light of related objective evidence, comparing the object or statement with some norm or standard, and concluding or acting upon the judgment then made" (Russell, 1956, p. 285).

Propaganda as defined by the Institute for Propaganda Analysis (Bressler, 1959, p. 19) is "an expression of opinion or action by individuals or groups deliberately designed to influence opinions or actions of other individuals or groups with reference to predetermined ends."

Propaganda as used in this study will be limited to the definition and understanding of the seven techniques identified by the Institute of Propaganda Analysis.

Propaganda Analysis Test is the test devised by the author to examine the ability of sixth grade students to differentiate between the seven propaganda techniques.

Overview of the Study

Chapter Two consists of a review of critical reading and thinking in the intermediate grades. It discusses critical reading and critical thinking, the part propaganda plays in this process and

the role all three play in the total reading process in the elementary school today. Studies on critical reading, thinking and propaganda which are appropriate to the above discussion are included.

Chapter Three sets forth the procedure utilized in completing this experiment. The population of the study, research design, the construction of the Propaganda Analysis test, the selection of the tests, and their administration are included. A description of the propaganda unit and its development is given, along with the statistical design or treatment of the data.

In Chapter Four each hypothesis is reviewed in relation to the findings of each test along with the data for each and the correlations between them. A discussion of these findings in relation to the literature on the subject is included.

In Chapter Five a summary and conclusions are presented. This information leads to a discussion of what also might be done in the field of critical reading and propaganda analysis to provide teachers and administrators with more accurate information on the development of these skills in the elementary schools.

CHAPTER II

REVIEW OF THE LITERATURE

Propaganda, a continual influence on our daily lives, must be identified and taught in school, so as to produce adults who can deal with it effectively. It is a part of the critical reading and thinking process, and should be dealt with beginning in elementary school. This chapter will attempt to discuss critical thinking, its role in the thought process and its relation to critical reading; critical reading and its role in the reading process; and propaganda and its relation to critical reading and whether or not it can be taught in elementary schools. Throughout the chapter, an emphasis will be placed on research and studies which have been done with elementary school pupils.

Critical Thinking and its Relation to Critical Reading

David Russell (1956) has critical thinking listed between problem solving and creative thinking "because it is sometimes described as a part of each of these two processes". (p. 13) (See Figure 1)

Ennis (1962) broke critical thinking into three dimensions: logical, criterial, and pragmatic. The logical dimension consists of judging relationships between meanings of words and statements.

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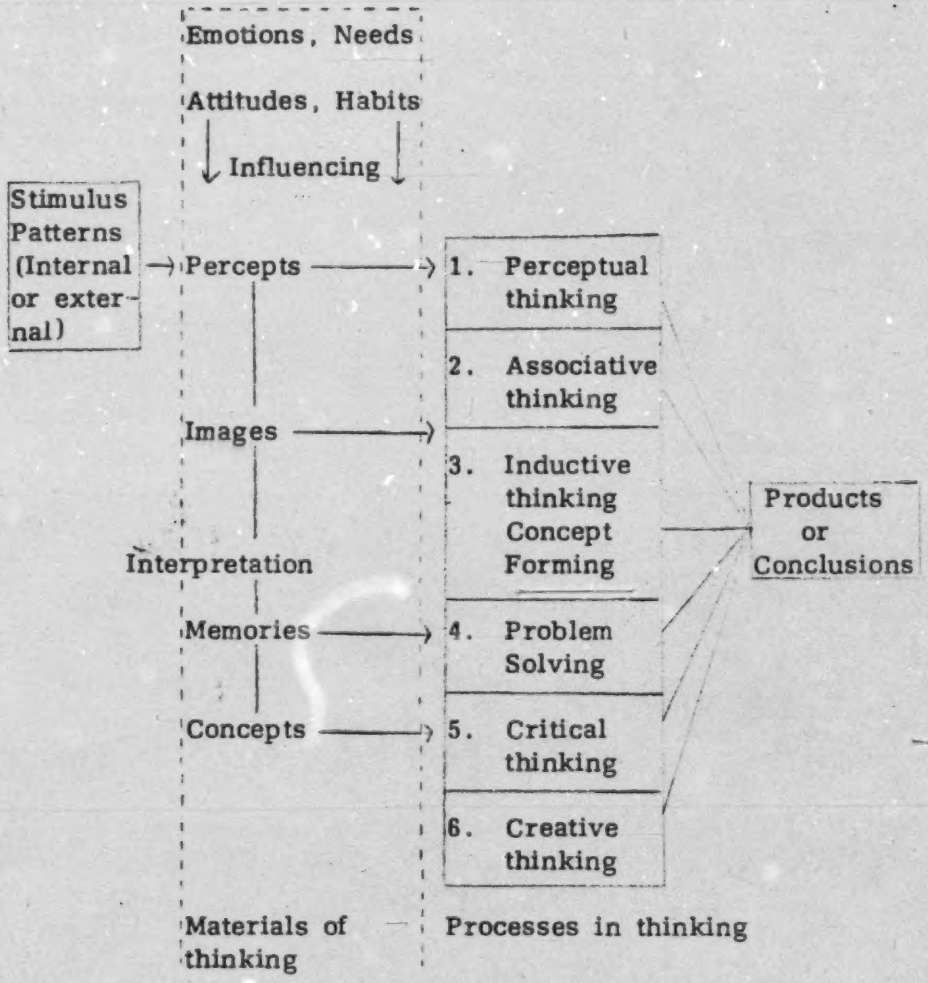
FIGURE 1

SCHEMA FOR THINKING



(Russell, 1956, p. 13)

The criterial dimension consists of the criteria for judging statements and the pragmatic dimension covers the impression of the background purpose on the judgment, and the decision as to whether the statement is good enough for the purpose.

Ennis (1962) gives critical thinking twelve aspects, and Tyler includes eight in his definition of critical thinking. (Husbands-Shores 1950). Pringry (Russell 1956) suggests five conceptions of critical thinking.

> 1. Critical thinking as collecting data, organizing data, and formulating hypothesis from data.
> 2. Critical thinking as use of principles of logic and understanding the nature of proof.
> 3. Critical thinking as criticism of thinking.
> 4. Critical thinking as related to the understanding of the psychology of propaganda and advertising techniques.
> 5. Critical thinking as synonymous with problem solving. (p. 376)

Most authorities agree that critical thinking can be taught. Several studies have indicated this; such as Arnold in his study of attitudes emphasized by critical reading (1938). Hyram (1957) found a significant difference favoring the experimental group in logic. He equated logic to critical thinking. Glaser (Wolf et. al. 1967) found 12th graders improved significantly in their critical thinking ability in ten weeks. Taba (Wolf et al. 1967) found that children can learn to make inferences, generalize and make logical assumptions at an early age if they receive systematic instruction in thinking skills.

Hunkins and Shapiro (1967) found a significant difference in critical thinking in favor of the experimental method group.

Reddin (1968), however, in an experiment with 4th, 5th, and 6th grade classes found no difference in critical thinking between the experimental and control pupils following a period of instuction in listening.

Critical thinking and critical reading have been defined in many ways by researchers. The concept that critical thinking and critical reading are one and the same has been proposed by many authors.

Young (Smith 1968) concluded from his study that, "The chief element in reading is thinking, not motor or mechanical processes of eye movements, eye span, vocalization and the like. (p. 9)

Pratt (1968) for example, speaks of reading as a thought process. Russell (1956) suggests that critical reading is merely a subskill of critical thinking an all areas.

Wolf, et al. (1967) contented that there was a substantial overlap between critical reading and critical thinking.

In Glaser's study (Follman 1972) the overlap between critical reading and critical thinking is a correlation of .77 on 12th grade pupil's scores between the Watson-Glaser Test of Critical Thinking, and the Martin Reading Comprehension Test, which Glaser

described as a critical reading test.

Follman (1972) had findings similar to other studies. He tested fifth grade students and found similarities as well as some differences in critical reading skills and critical thinking skills.

Simmons (1968) discusses critical reading as being synonymous with critical thinking, "the major difference being one of application" (p. 175).

As early as 1917 Thorndike published a study of the ways in which children may misinterpret what they read. Russell and Thorndike (Bammon, 1968) found that "the reader who reads with a purpose employs thinking and can calculate what is relevant or irrelevant to his purpose" (p. 229).

Bammon (1968) also stated that if a student is to become a critical thinker, he must ask his own questions and seek his own solutions.

Critical Reading and its Part in the Reading Program

There are several levels of comprehension, of which the first or lowest is literal comprehension. The second level may be considered interpretation and the third level is generally considered critical reading. It goes beyond the first and second levels and

involves evaluation and personal judgment on the quality, value, accuracy and truthfulness of what is read. (Smith, 1968)

The most all inclusive definition is that of Wolf et. al. (1967). It is the basis on which they constructed their Critical Reading Test.

Edgar Dale, in his book, Can You Give the Public What it Wants? (1967) gives some characteristics of what he considers critical reading.

1. Critical reading is independent reading.
2. Critical reading is problem-centered.
3. Critical reading is analytical and judgmental.
4. Critical reading is based on a stubborn effort to get at the truth.
5. Critical reading is creative, imaginative, non-conformist.
6. The Critical Reader associates with the best minds of all generations.
7. Critical reading is an involving, participatory experience.
8. The Critical Reader is sensitive to words and has acquired an excellent vocabulary.
9. The Critical Reader reads to remember, not to forget.

Although the definition of critical reading varies from author to author, the above skills and abilities are generally mentioned. Heilman (Duquette, 1973) also includes the important concept of the reader's past experiences.

Intelligence seems to correlate with crtical reading. Sochor (1958) found the correlation between critical reading and verbal intelligence to be .46. Nardelli (1956) in his experiment with sixth grade students reported that his measures of critical reading correlated from .59 to .74 with overall measures of intelligence and mental age, and slightly higher correlations between critical reading measures and the verbal subtests of intelligence.

Wolf et al. (1967) found that intelligence correlated with critical reading ability. The highest correlation of intelligence and critical reading scores were .792. In general, they found that children of higher intelligence levels performed better on critical reading than middle IQ children who in turn performed better than low IQ children. They also found, however, that children of all intelligence levels who received instruction could learn to read critically. The experimental groups, which included all IQ levels, performed better than their counterparts in the control groups.

Because of the correlation between intelligence and critical reading, Osborn (1939) and Artley (1959) pointed out that a high

level of intelligence makes a high level of critical reading possible, but it does not insure it! Artley gives Piekarz' famous study of two sixth graders as an example. Even though the two students had equally high potential, their ability to identify motives and points of view, and to make generalizations and applications of content were materially different.

> The implications of these studies on the relation of intelligence to critical reading is that it is a fallacy to assume a high level of critical reading on the basis of high intelligence alone. If students are to acquire this ability there must be deliberate effort on the part of teachers in all the content areas to organize their instructional procedures in such a way as to bring a high level of interpretation. (Artley, 1959 p. 124)

Attitudes can limit critical reading. This is shown in studies by Crossen (1948), Schancks and Goodman (1939) and McKillop (Artley, 1959), where it was found that attitudes contrary to the reader led to a state of confusion and irritation. Collier (Eller and Dykstra, 1959) found that attitudes can be directly changed by educational propaganda, and that once changed, they tend to persist as changed.

Wolf et al. (1967) found the relationship between critical reading ability and personality factors to be low. However, the correlations for the fifth and sixth grade groups were slightly higher than for the younger children, possibly indicating the

establishment of more permanent attitudes and values.

Groff (1962) found that the reading comprehension of an individual child as he reads is influenced to a degree by his attitude toward the content type of material being read. He also found significant differences in attitudes toward reading due to sex differences.

Nardelli (1956) found a significant gain for the experimental group in creative reading, with the major gains in the area of propaganda.

Wolf et al. (1967) taught and tested students in grades one through six, and found that on every grade level, the mean scores of the experimental group were significantly higher on the Critical Reading Test Total than those of the control group.

Painter (1968) reports that in the Harvard report of reading in elementary schools, The First R,

> the staff reported that not until grades 5 and 6 did school systems estimate that 'considerable' attention was given to critical reading, a situation "very much in keeping with the prevailing opinions among administrators and teachers that only older children are able to think and read critically" (p. 183).

Painter points out that Fay, Heilman and Stauffer indicate in research findings that critical reading can be taught in the primary grades.

The need for critical reading being taught in our schools is emphasized with the findings in Gray's study (Wolf, 1968) when he found that "many adults read on a mechanical level or in terms of their prejudices". He also found that "high school graduates interviewed didn't display any more ability in interpreting meaning and reacting with sound judgment to the ideas read than did elementary school graduates." (p. 166)

Gans (1940) found that children who scored well on the usual standardized tests in reading performed poorly on a test of critical reading. She concluded that the ability to read critically requires systematic teaching.

As the review of the literature indicates, critical reading and critical thinking need to be taught as a part of the curriculum, as a part of the various subjects covered. A continual program which progresses through the grades will produce adults prepared to be mature efficient critical readers and thinkers.

Propaganda and its Influence on Children's Lives

> Propaganda is a common feature of modern society. Everywhere men and women are seeking to lead, guide, and manage public opinion. One of the outstanding characteristics of our age is the extent and intensity of this competition for public support.... This omnipresent competition for control over men's behavior has always been an object of universal interest. No element in modern social life appears to be so vener-

> ated, feared, praised, cursed, and solicited as public opinion (Childs, 1937, p.1).

Childs (1937) considers the reasons for the growth and transformation of competitive propaganda during this century. He considers World War I as a factor, but stresses other factors also. The first factor is the spread of democracy and the extension of suffrage. The second factor is the spread of education facilities and the consequent increase in literacy. Technological changes in communications has influenced society. These agencies of mass impressions include the press, motion pictures, and radio broadcasting. (Since 1937, of course, television). Another reason Child cites is the fundamental economic transformations of the 20's and 30's, including mass production which leads to standardized products produced for a mass market, secured through advertising.

The final factor Child cites is the increasing need for social and governmental cooperation.

These transformations have changed the character of the competitive struggle for public support. The changes include the following:

1. The volume of propaganda has probably increased.
2. Success in the competitive atmosphere requires a deeper knowledge of mass psychology, of individual

and group opinions, of societal factors, modern instruments of communication, of economical forces, et cetera.

3. Campaign appeals to a nation-wide public or world public.

4. The tempo of social change.

> A mechanized world which enables the propagandist to establish contact with hundreds of millions of people simultaneously, is a world in which opinions-changes over wide areas are certain to occur more frequently and suddenly (Childs, 1937, p. 7).

In our society, there must be an intelligent awareness of propaganda. People must be aware of the extent and character of propaganda, the variety of philosophies, causes and ideologies in history; an understanding of the methods employed, such as types of reasoning; and an awareness of the basic problems. Thus, intellectually informed citizens are necessary for a democracy to continue.

A child at a very early age is first subjected to propaganda, and thus when he arrives in first grade, he is full of prejudices, both conscious and unconscious. These are not as firmly set in the child as in the adult. He has not gained the skill in rationalizing and defining prejudices. The sterotypes are dynamic and changing •The school may and often does, merely strengthen those emotional attitudes that the child already has, or it may seek to change these attitudes (Biddle, 1937).

> The task of the school, if it is to teach resistence to propaganda, is to diminish unreasoning emotional response and to increase the intellectual basis for opinion and action. In this the school must often act in seeming opposition to the prevailing opinions of the community. It must increase the ability of a growing generation to think objectively. (Biddle, 1937, p. 117)

Vance Packard, for example, in his book The Hidden Persuaders illustrates the way Madison Avenue tries to manipulate the unsuspecting public, including children.

Today's young people are influenced by radio and television as well as other forms of mass media. They are told what to eat, wear, say and think. Vance Packard in The Status Seekers reported that young people are subjected to 1518 sales messages a day.

Doob (1935) indicates that the propagandist assumes that children possess fewer attitudes than adults and that generally they are more gullible. Also, since the personality of the child is not very well integrated, "there will be a tendency for the aroused attitude to remain dominant and hence the desired integration, if it does take place, may be central in character." (p. 170)

Psychologically, propaganda, even in advertising, has a tendency to be concealed or cause a delayed reaction. (Doob, 1935)

A child may cry or be "good" until he secures a premium with a specific product, or better yet, may come to like it. "If he

himself uses the product, moreover, he may develop a favorable attitude toward it; as an adult he may always feel a tendency to buy it." (Doob, 1935, p. 171)

Doob goes on to indicate the propaganda of positive social values which permeate school textbooks, and how companies, possibly through a gimmick such as a club, can promote their product to children.

Child and Others, 1946, (Russell, 1956) found sets of ideas which may be considered propaganda in third grade readers.

Children may also be exposed very early to certain types of propaganda in families or communities where prejudices are expressed.

The Institute for Propaganda Analysis

In October, 1937, the Institute for Propaganda Analysis originated. Throughout most of its existence the Institute analyzed propaganda in terms of seven "devices" which has sometimes been called the "ABC's of Propaganda Analysis". They are:

> Name Calling--giving an idea a bad label--is used to make us reject and condemn the idea without examining the evidence.
> Glittering Generality--associating something with a "virtue word"--is used to make us accept and approve the thing without examing the evidence.
> Transfer carries the authority, sanction, and prestige of something respected and revered over to something

> else in order to make the latter acceptable; or it carries authority, sanction, and disapproval to cause us to reject and disapprove something the propagandist would have us reject and disapprove.
> Testamonial consists of having some respected or hated person say that a given idea or program or product or person is good or bad.
> Plain Folks is the method by which a speaker attempts to convince his audience that he and his ideas are good because they are "of the people", the "Plain folks".
> Card Stacking involves the selection and use of facts or falsehoods, illustrations or distractions, and logical or illogical statements in order to give the best or the worst possible case for an idea, program, person, or product.
> Band Wagon has as its theme, "Everybody--at least all of us--is doing it"; with it, the propagandist attempts to convince us that all members of a group to which we belong are accepting his program and that we must therefore follow our crowd and "jump on the band wagon" (Doob, 1966, p. 286).

It should be noted that in most high school text which teach propaganda analysis and their techniques, only three or four devices are usually used, and many times they are identified in different terms, ones more easily identifiable.

Propaganda and its part in the Elementary School Reading Program

Crowder (1967) suggest four ways in which elementary schools can help its young people understand propaganda.

> 1. Young people should be taught to recognize and understand the major propaganda devices.
> 2. Elementary school children must be encouraged to study the meanings of words and their specified relation to other words as they analyze indoctrination.

> 3. Today's young citizens must be made aware of the emotional motivations upon which propagandists play.
> 4. In the last analysis, teachers must lead their pupils to self-awareness and self-understanding so that they will be able to make relatively rational choices for themselves (pp. 121-23).

Nila Banton Smith, in her book Reading Instruction for Today's Children, comments that there are more chances in the upper grades to teach propaganda, but that probably children as early as grade three however can detect it and that teachers can help them recognize some of the techniques.

Propaganda is considered a part of critical thinking as was mentioned by Pringry (Russell, 1956) earlier. Russell (1956) states the following about critical thinking and propaganda in the curriculum:

> The development of abilities in critical thinking should probably be considered a function of the total school program rather than a specialized aim of studies of radio or television programs or analysis of propaganda materials (p. 302).

Kottmeyer (1944) developed three types of classroom activities to use in the upper elementary grades in critical reading in St. Louis schools, and found them serviceable. One of the activities was on propaganda analysis. He used the seven basic propaganda techniques identified by the Institute for Propaganda Analysis for a unit at the junior high school level. He could not at the time of

the article measure objectively any gains made from the unit, but felt that these units provided for their superior readers "a type of reading activity which is better adjusted to their needs than is further repetition of training in the assimilative reading in which they have already demonstrated mastery" (p. 564). He also found that the materials were stimulating and that students worked on the exercises with enthusiasm and interest.

Osborn (1939) and Collier, 1944 (Eller and Dykstra, 1959) found that knowledge and intelligence was important for critical thinking but the results show that students possessing these traits can still be highly susceptible to propaganda influences. Osborn found that even though students had developed an awareness of the methods of propaganda they were not able to develop resistance to it. He thus comes to the conclusion that the way to teach critical thinking is to give pupils long-term practice in it.

Wood, et al. (1970) found that knowledge of propaganda devices and rhetorical fallacies failed to immunize students against a subsequent propaganda speech on a subject toward which they had a prior attitude, but it did immunize students when they had no prior attitude.

Thus Wood, et al. agree with Collier and Osborne that it may be difficult to immunize students against propaganda designed to

change attitudes and that knowledge of propaganda devices becomes irrelevant when exposed to a communication which arouses support or resistance.

Eller and Dykstra (1959) reported that Lazarsfeld, Berelson and Gaudet found that the majority of the people who voluntarily expose themselves to political propaganda are those who are already prejudiced toward one party's candidate and whose mind and votes are impervious to change.

It was interesting to note that Schancks and Goodman (1959) found that both hearing propaganda which favors your prevailing prejudice and hearing propaganda in the opposite direction of the prevailing prejudice causes conditions of conflict.

The importance of Remmers study (1938) is that he found that measurable and significant changes in socially important attitudes can be produced in the upper elementary grades and at the high school level in as little as fifteen minutes of instructional activity, thus pointing to the importance of not waiting to teach propaganda and critical reading until high school.

It is interesting that in Wolf et al.'s study (1967) in the test section on logic, which consisted of some propaganda, the experimental group scored consistently higher than the control group at every grade level, one through six. This indicates that "teach-

ing children to apply logical reasoning to printed materials is one effective means of increasing their growth in critical reading ability" (p. 108).

Some parts of Nardelli's study (1956) were very similar to the experiment attempted in this paper. His experiment had three parts. The first was an attempt to determine the effect of a short period of instruction upon the ability of sixth grade pupils to draw inferences and to recognize propaganda devices. He also tried to determine the relationship between creative reading ability and chronological age, mental age, intelligence and reading ability. Finally, he made an attempt to determine pupil and teacher reaction to a unit of instruction in creative reading activities.

Nardelli made up a test to measure creative reading ability. It included three tests:

1. Interpreting Authors' Suggestions
2. Interpreting Feelings
3. Recognizing Propaganda Devices.

Tests one and two were a form of the Ginn Basic Reading Test, 1951-1952. He also developed lesson units to help students improve in the above abilities. There were five experimental sixth grade classes and three control classes matched on the same reading ability, chronological age, intellectual quotient and initial creative reading ability.

At the beginning of the study, tests of creative reading were administered to both groups. The experimental group then received ten hours of instruction over a six week period. The control classes continued their customary reading lessons with no creative reading instruction. At the end of six weeks each group was again tested.

The results show a statistically significant mean gain for the experimental group over the control group on the battery of tests of creative reading.

The results indicate that on Test 1, Interpreting Authors' Suggestions and Test 2, Interpreting Feelings, the experimental group made only minor gains. Nardelli, thus concluded that the lesson units developed for this study can only be used effectively with similar sixth grade groups to improve creative reading in the recognition of propaganda devices.

It was found that all propaganda devices were not equally comprehensible to sixth grade pupils. The easiest devices for the pupils to recognize were the Plain Folk and Testamonial devices, the most difficult were the Card Stacking, Glittering Generalities, and Transfer devices.

Nardelli does not suggest that pupils will be able to resist propaganda.

He found a high positive relationship between creative reading ability and intelligence test scores derived from largely verbal tests, and a low relationship beween creative reading ability and nonlanguage factors such as the nonlanguage factor of the California Short Form Test of Mental Maturity.

Nardelli concludes that probably if the instruction in creative reading were spread over a longer period of time, rather than being so concentrated, it may have been more effective.

Nardelli (1956) and Agrast (1967) have found it possible to teach sixth grade students to recognize and identify the seven propaganda techniques named by the Institute for Propaganda Analysis.

Russell (1956) sums it up very well by saying that even though much experimentation has been done with adolescents, and Osborn's study indicates that it may be dangerous to have a child attach labels in an area where he has no real experiences to back up his judgments, a certain skepticism may begin in young children.

> One boy who had listened to several different radio advertisements extolling the "best" cereal was asked by his father which was best. He replied, "There's probably no best cereal; they're just trying to sell more." This boy was seven years old. Such an ancedote is not evidence, but it suggests the possibility that even young children within the range of their other experiences, may be alertly critical of propaganda. Many homes and most mass-media programs do not

> develop such critical abilities. The responsibility of the school in the matter seems clear. It is probably the only agency which can help a child understand and evaluate the total range of ideas he meets in any one week or month (p. 297).

Summary

It has been found through research and studies that critical reading and critical thinking are related and possibly the same. Propaganda analysis is also a part of critical reading. Intelligence generally correlates with critical reading, but attitudes may limit critical reading. Many studies have dealt with the influence of attitudes on critical reading. Wolf et. al. (1967), found a correlation between general reading ability and critical reading, but Gans (1940) did not reach the same conclusion.

Nardelli (1956) and Agrast (1967) both found that propaganda devices can be taught in the sixth grade. Most authorities agree that propaganda along with critical reading should be systematically taught throughout the elementary grades.

The literature indicates that more emphasis should be placed on critical reading, critical thinking and propaganda in the elementary school curriculum. Possibly the development of some tests to evaluate a student's progress in these areas might spur this development.

CHAPTER III

PROCEDURE

This study is concerned with the development of the ability to detect propaganda techniques in written materials. This chapter includes the selection procedures and population of the study, a discussion of the tests used, their administration and the methods of data analysis.

Population of the Study

All subjects in the study lived in the same small lower middle socioeconomic community in central New Jersey. The median school years of persons 25 years old and over was 11.7. The population of the town, according to the 1970 United States census, was 7072. The median income in 1970 was $11,075, and the mean income in the same year was $11,401. Most of the fathers of the students in the study were blue collar workers. All subjects were white, and either Protestant or Catholic.

Eliminated from the study were those students in each of the classes who were in the author's class last year, since they were already taught the propaganda techniques used in this study.

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Research Design

The research design of this study followed the format suggested by Stanley and Cambell (Tuckman, 1972) for the Pre-test-Post-test Control Design.

R	0_1	X_1	0_2
R	0_3	X_2	0_4

In this paradigm the R represents randomization. 0_1 and 0_3 stand for the pre-testing of the experimental and control group respectively, using the Propaganda Analysis Test and the Critical Reading Test. X_1 represents the unit on propaganda analysis given to the experimental group and X_2 represents Reading for Meaning Grade 6 units, thus controlling conditions of the control group, and reducing the Hawthorne effect. The 0_2 and 0_4 represent the final testing of each group on the same two tests as were given as pre-tests.

The seventy-four students used in the study were randomized by alternately picking their names out of a box consisting of all the students in the four classes which were involved. Before the study was begun, all students were told the purpose of the study and what each group was to do.

Students in each group had previously been tested, April 1973, on the Comprehensive Tests of Basic Skills, Form Q, Level 2. The skills for which the means were calculated were the reading compre-

hension scores. No significant difference in the means was found. (Table I)

Construction of the Propaganda Analysis Test

The Propaganda Analysis Test consisted of 35 items, five items on each of the seven propaganda techniques. The test was prefaced with the names and a short phrase description of each of the techniques. The students were then instructed to place the name of the propaganda technique used in the example on the line in front of the item. (See Appendix B for the entire test.)

The Propaganda Test was declared to have content validity as judged by a high school English teacher who has taught units on propaganda analysis. The reliability was determined by using the Pearson Product-Moment Correlation. The correlation of the control group on the pre-test and the post-test of the Propaganda Test was .73, which is significant at the .001 level.

Ohio State University Critical Reading Test

The Ohio State University Critical Reading Test, Intermediate Form was written for use in grades 4-6. There are three sections to the test: Logic, General and Literature. The items that tested the subject's ability to detect fallacies and propaganda techniques used in printed materials and his ability to evaluate the internal consistency of an argument were considered Logic. Items that evaluated the sub-

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TABLE I

COMPARISON OF MEAN SCORES ON THE COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 2, READING

Group	N	Mean	S.D.	t-Score
Experimental	33	68.23	17.72	-0.97
Control	37	64.91	17.22	

ject's ability to identify the author's and publisher's qualifications and to make comparisons of related content from various sources were labelled General. Items measuring the subject's story structure, character development, story setting, format and theme of the story and the author's use of literary devices were categorized as Literature (Wolf et al. 1967, p. 33). The total test consisted of 54 items: Logic, 27; General, 13; Literature, 14.

Norms of the Final form of the test were done in the Fall and Spring on a national sample of 46 school systems, picked randomly from four major geographical areas. The means and standard deviations for grades 4, 5, and 6 are presented in Appendix A, Table 1.

The Kuder Richardson Formulae 20 and 21 and split half coefficients were used to check reliability at each grade level. The results are listed in Appendix A, Table 2.

Information on concurrent and construct validity are included in the Final Report 1967 on the Ohio State Universtiy Critical Reading Test (Wolf et al. 1967) This test is hereafter referred to as the Critical Reading Test.

Comprehensive Tests of Basic Skills

The Comprehensive Tests of Basic Skills is a test covering the basic academic skills of reading, language, arithmetic, and study

skills. The test used with the students in this experiment was Form Q, Level 2.

The test was standardized to provide norms for the nation as a whole, 170,000 students from all 50 states and the District of Columbia were involved, as were all types of school districts and schools.

The reading scores of this test, which was given in April 1973, were the scores in this experiment used to indicate general reading ability.

Selection of the Tests

No published test on propaganda analysis for the intermediate grades was available, thus the author devised a 35 item test to cover the concepts under study.

Also, in the field of critical reading, Buros lists no test, and there are none available in publishers' catalogs for this grade level. Unfortunately, the Critical Reading Test was never published, and permission was granted to use the test for research purposes only.

The Comprehensive Test of Basic Skills was given to the entire school in April 1973. It was thus chosen as the standardized test in general reading comprehension.

Administration of the Tests

The pre-tests were administered in February 1974 by each of

the four classroom teachers of the students involved. The students were advised to read the 7 propaganda technique descriptions and to place the name of the most appropriate technique in front of each item.

The Critical Reading Test was administered by the same classroom teachers the next day. Students were to read the directions silently while the teacher read them aloud, and then as a class the sample items were done. Only Part 1 was used.

The post-tests were administered in the same way six weeks later.

Development of the Propaganda Unit

The students assembled with the author two times a week for four weeks, thirty minutes a session. The units began with a discussion and example of each of the seven techniques. Students had several assignments within the unit, among which were:

1. Watch a TV commercial and listen to a radio commercial. Summarize them, tell the propaganda technique employed in each, and revise them by telling how to make each commercial more honest.

2. Make up a product and decide on a propaganda technique which would be the most successful way of promoting the product.

3. Make a booklet of news articles, newspaper and magazine articles and advertisements, one for each of the seven propaganda techniques.

Small group discussions and class discussions of the various techniques aided students in understanding the differences among the techniques.

The culminating activity of the unit was to have each student complete a "workbook" on the subject. Each "workbook" consisted of a large numbered envelope, each consisting of at least one sample of each of the seven propaganda types. The instructions were:

> You are familiar with the seven common types of propaganda. In this envelope are several samples of propaganda used in advertising. Write the names of the advertisements and after each one write the kind of propaganda you think it is. Add any explanations which are needed (Kottmeyer, 1944, p. 559).

Statistical Design or Treatment of the Data

The data accumulated for this study was compared by analyzing the means and standard deviations on the performance of the two groups on the Propaganda Analysis Test and the Critical Reading Test. The difference between the means for these tests for each group were tested for statistical significance using the *t* test.

Correlation coefficients were computed between the tests in the study, using the Pearson Product-Moment Correlation by means of the SPSSH program at the Rutgers University computer center.

Summary

Seventy-four students, randomly selected from four sixth grade classes in a lower middle class suburban N.J. community, were divided into an experimental and a control group.

Each group was given the Critical Reading Test and the Propaganda Analysis Test. The experimental group participated in a four week unit on propaganda while the control group did comprehension exercises from the Reading for Meaning Series.

At the conclusion of the four week propaganda unit, the two groups were again tested to see if the experimental group had developed techniques to be able to identify the seven propaganda devices.

Data for the two groups were compared by analyzing the means and standard deviations on both tests. Differences between the means were tested for statistical significance using the t test. Correlations omparing the two tests were performed along with their relationship to the general reading test which was used.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of testing seventy-four randomly chosen sixth grade students, segregated into two equal groups which will be referred to as the experimental group and the control group. Following this discussion the results will be related to the literature reviewed in Chapter II.

In summary, the results of the tests given show that differentiation of propaganda devices can be taught to sixth grade students, however, this knowledge gained was of no significant benefit in improving critical reading skills.

Hypothesis I

The first hypothesis stated that there will be a significant difference in the gain scores on the informal Propaganda Test between the experimental group taught a propaganda analysis unit and the control group.

As can be seen from Table II, no significant difference existed between the two groups on the pre-test scores on the Propaganda Test. A *t* score of .49 on the Propaganda Test shows that the two groups can be considered from the same population, i.e. no difference in ability exists between the two groups in the recognition

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TABLE II

PRE-TEST RESULTS ON THE
PROPAGANDA TEST

Group	N	Mean	S.D.	t-Score
Experimental	37	12.76	6.57	
Control	37	12	6.76	.49

of propaganda devices before the experiment was conducted.

A significant improvement in the scores on the Propaganda Test was achieved by the experimental group (those instructed in propaganda devices). (Tables III and IV) This is demonstrated in two ways:

1. In comparing the results of the post-test scores between the experimental and control groups, a significant difference between the two groups existed. The t score comparing the two post-test means results has a value of 6.3 indicating that the probability that these results come from the same population is less than .001 percent.

2. In comparing the results of the pre- and post-test scores, the t score for the experimental group was 5.95 showing a significant difference at the .001 level while a t score of .74 for the control group indicated no significant change had occurred in this group.

The seven types of propaganda were not found to be of the same difficulty. The results on Table V indicate that some devices were easier to differentiate than others, and also reports the results of the pre- and post-test Propaganda Test in relation to the seven propaganda devices. It denotes that the experimental group was able to identify the seven types of propaganda in the following sequence: Name Calling, Band Wagon, Plain Folks, Testamonial, Card Stacking, Glittering Generalities, and Transfer; whereas the control group

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TABLE III

POST-TEST RESULTS
PROPAGANDA TEST

Group	N	Mean	S.D.	t-Score
Experimental Group	37	22.59	7.39	6.3*
Control Group	37	13.02	5.04	

* Significant at .001 level

TABLE IV

COMPARISON OF PRE- AND POST-TEST
RESULTS ON THE PROPAGANDA TEST

Group	Mean	S.D.	t-Score
Experimental Group			
Pre-test	12.76	6.75	5.95*
Post-test	22.59	7.39	
Control Group			
Pre-test	12.00	6.76	.74
Post-test	13.02	5.04	

*Significant at .001 level

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TABLE V

MEAN NUMBER OF CORRECT ANSWERS OF EACH STUDENT FOR EACH OF THE SEVEN PROPAGANDA DEVICES ON THE PROPAGANDA TEST

Device	Pre-Test		Post-Test	
	Control	Experimental	Control	Experimental
Band Wagon	2.70	2.59	3.11	3.62
Transfer	.89	.81	.73	2.27
Card Stacking	1.92	2.00	1.70	3.00
Glitterling Generalities	.62	.62	.76	2.43
Name Calling	2.03	2.16	2.22	4.30
Plain Folks	2.46	2.70	2.49	3.32
Testamonial	1.38	1.78	1.68	3.19

* Out of Five Correct Answers

found Band Wagon the easiest type of propaganda to understand, followed by Plain Folks, Name Calling, Card Stacking, Testamonial, Glittering Generalities, and Transfer.

There is no statistical reliability which can be stated in relation to the above order in which the seven propaganda devices were learned. There is no reason to believe that if the experiment were duplicated, that the propaganda devices would again be learned in the same order.

The amount of learning for each of the seven propaganda devices is shown in Table VI. An inspection of the table indicated that the largest gains in the experimental group were found to be Glittering Generalities and Transfer. The reason for this seems to be because there was very little understanding of what these two devices were or what they meant before the unit was taught.

Hypothesis II

The second hypothesis was that there will be a significant difference in the gain scores on the Ohio State University Critical Reading Test, Part 1, between the experimental group and the control group.

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TABLE VI

PERCENTAGE OF INCREASE IN MEAN SCORES
FOR EACH DEVICE ON THE PROPAGANDA TEST

N=37

Device	Control Group	Experimental Group
Glittering Generalities	1.23	3.92
Transfer	.82	2.60
Name Calling	1.09	1.99
Testamonial	1.22	1.79
Card Stacking	1.15	1.40
Plain Folks	1.01	1.23

It was found in Table VII that no significant difference existed between the two groups on the Critical Reading Test, with the t score of .11. The Critical Reading Test scores for the post-test indicated a t-score of .29 which illustrated that no significant difference existed between the two groups. (Table VIII) In addition, the t-scores for the differences in test scores of the pre- and post-test of each group of .10 and .45 indicate that no difference existed, i.e., no learning has taken place for either group. (Table IX)

Hypothesis III

This hypothesis stated that there will be a significant correlation between the scores on the Propaganda Test and the Ohio State University Critical Reading Test.

Using the Pearson Product-Moment Correlation, it was found that the total of both samples for the post-test score of the Propaganda Test and the post-test score of the Critical Reading Test Correlation coefficient is -0.07. This indicates that there was no relationship between the two tests. (Table X)

The correlation between the post-test score of the Propaganda Test and the Critical Reading Test for the control group did not show significant differences, as likewise with the experimental group. (Tables XI, XII)

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TABLE VII

PRE-TEST RESULTS OF THE CRITICAL READING TEST

Group	N	Mean	S.D.	t-Score
Experimental	37	14.19	3.52	.11
Control	37	14.08	3.96	

TABLE VIII

POST-TEST RESULTS OF THE CRITICAL READING TEST

Group	N	Mean	S.D.	t-Score
Experimental	37	14.11	4.19	.29
Control	37	14.51	4.26	

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TABLE IX

RESULTS ON THE CRITICAL READING TEST

Group	N	Mean	S.D.	t-Score
Experimental				
Pre-Test	37	14.19	3.5[illegible]	.10
Post-Test	37	14.11	4.19	
Control				
Pre-Test	37	14.08	3.96	.45
Post-Test	37	14.51	4.26	

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TABLE X

CORRELATION OF THE SCORES OF BOTH SAMPLES ON THE PROPAGANDA TEST, THE CRITICAL READING TEST AND THE COMPREHENSIVE TEST OF BASIC SKILLS

N=33

	Propaganda Post-Test	Critical Reading Post-Test	Comp. Test of Basic Skills
Propaganda Post-Test	1.00	-0.07	0.62*
Critical Reading Post-Test	-0.07	1.00	-0.12
Comp. Test of Basic Skills	0.62*	-0.12	1.00

* Significant at the .001 level

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TABLE XI

CORRELATION OF THE SCORES FOR THE CONTROL GROUP ON THE PROPAGANDA TEST, THE CRITICAL READING TEST, AND THE COMPREHENSIVE TEST OF BASIC SKILLS

N=33

	Propaganda Post-Test	Critical Reading Post-Test	Comp. Test of Basic Skills
Propaganda Post-Test	1.00	0.08	0.63*
Critical Reading Post-Test	0.08	1.00	0.00
Comp. Test of Basic Skills	0.62*	0.00	1.00

* Significant at the .001 level

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TABLE XII

CORRELATION OF THE SCORES FOR THE EXPERIMENTAL GROUP ON THE PROPAGANDA TEST, THE CRITICAL READING TEST, AND THE COMPREHENSIVE TEST OF BASIC SKILLS

N=33

	Propaganda Post-Test	Critical Reading Post-Test	Comp. Test of Basic Skills
Propaganda Post-Test	1.00	-0.12	0.74*
Critical Reading Post-Test	-0.12	1.00	-0.25
Comp. Test of Basic Skills	0.74*	-0.25	1.00

* Significant at the .001 level

The correlation of each individual group and the combination of the two groups indicated a significance of .001 with the Comprehensive Tests of Basic Skills, Reading. This indicates that the Propaganda Test is a good predictor of reading achievement. This signficiance shows that students with a high reading ability also scored well on the Propaganda Test.

Discussion

The results indicate that the Propaganda Test and the Critical Reading Test had no significant correlation and seem to have had no effect on each other. Therefore, teaching propaganda did not have a significant impact on critical reading skills as measured by the Critical Reading Test. There is the possibility that there was growth in critical reading, but that the Critical Reading Test did not measure those skills.

The Propaganda Test correlated positively with the Comprehensive Tests of Basic Skills, Reading, indicating that the students taught a unit in propaganda would also show improvement in reading comprehension, and conversely, that good readers should score well on a unit of propaganda.

There was no significant correlation between the Critical Reading Test and the Comprehensive Test of Basic Skills indicating

no significant relationship between those tests. From them the conclusion can be drawn that critical reading and general reading comprehension are not strongly related.

Students taught a unit on propaganda scored significantly better on the post-test than students in the control group. This demonstrates that sixth grade students are able to learn to differentiate among the seven types of propaganda used in this experiment, following instruction.

From this experiment the device easiest to understand after being taught the propaganda unit was Name Calling, with Band Wagon, second and Plain Folks, third. Transfer and Glittering Generalities were the most difficult to learn or understand.

Discussion in Relation to the Review of the Literature

This study found that students taught a unit on propaganda scored significantly better than the control group. This supports Nardelli (1956) and Agrast (1967) in their conclusion that sixth grade students can learn to distinguish among the seven propaganda techniques. It also supports Crowder's (1967) suggestion that elementary students should be taught propaganda devices. Nardelli (1956) found the easiest propaganda devices to recognize were Plain Folks and Testamonial and the most difficult were Card Stacking,

Glittering Generalities and Transfer. In this experiment it was found that Name Calling and Band Wagon were the easiest with Glittering Generalities and Transfer being the hardest.

The devices found easiest to hardest in the present study are not in the same order as Nardelli (1956) found, but in general follow the same pattern.

Gans (1940) found that students who scored well on standardized tests in reading performed poorly on a test of critical reading. This study, however, did not support any relationship between critical reading and general reading comprehension! This is a very interesting point since most researchers tend to consider critical reading a part of general reading ability, and that Wolf et al. (1967) found that "The Total of the California Achievement Tests in Reading and the sub-test of Comprehension were the two variables correlating the highest with the Critical Reading Total across the grades." (p. 115) More specifically, Wolf et al. found that in grade six, that the General Reading Total correlated higher with the Critical Reading Total than with any other single factor. Their correlation of the Logic portion of the Critical Reading Test with the Comprehension Section of the California Achievement Tests in Reading was .629, significant at the .01 level. They were able to conclude throughout the grades that the General Reading scores were

significantly related to the Logic section of the Critical Reading Test in most instances.

Maney (31) and Sochor (45), however, found a much lower correlation between general reading ability and critical reading skills. Maney found the correlation of .11 between general reading ability and the critical reading ability of science materials. Sochor, using social studies materials found a correlation of .23. Both studies partialled out intelligence.

According to Pringry (Russell, 1956), propaganda analysis is considered a part of critical thinking. Agrast (1967), did not test her students to see if there was any relationship between critical reading and propaganda analysis.

Nardelli came to the conclusion that students in the experimental group gained the most on the recognition of propaganda devices, while making only minor gains on the other sections of the creative reading test given.

Wolf et al.'s study (1967) found that "teaching children to apply logical reasoning to printed material is one effective means of increasing their growth in critical reading ability" (p. 108). In the present study, however, it was found that teaching a unit on propaganda did not increase the logical reasoning (as tested in the Critical Reading Test) in students other than to enable them to

identify the seven types of propaganda.

Summary

The results of this study showed that students in sixth grade were capable of learning to differentiate and identify the seven types of propaganda. No relationship was evident that the teaching of propaganda had any influence on the critical reading ability of those students.

The Propaganda Test correlated positively with the standardized reading test results of the students indicating that good readers also have the ability to do propaganda analysis.

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter summarizes the study; giving conclusions regarding the hypotheses, limitations of the experiment, and makes some suggestions for future research.

Summary

Seventy-four sixth grade students were randomly selected from four sixth grade classes and divided into two groups. The control group spent eight thirty-minute sessions working on Reading for Meaning Grade Six comprehension units. The experimental group spent the same amount of time being taught what propaganda is and how to differentiate among the seven types. The two groups both came from lower middle socioeconomic income families.

At the beginning of the experiment, a Propaganda Test and a Critical Teading Test were given to both groups. No significant difference was found between the means indicating that both groups came from the same population. In addition, general reading comprehension test scores for both groups were found to be not significantly different.

After the Propaganda unit was taught, the Propaganda Test and the Critical Reading Test were again administered to both groups.

On the Propaganda Test, a significant gain was found between the pre-test and post-test scores for the experimental group, but not for the control group. Also, a significant difference was found in the post-test scores between the two groups.

There was no significant gain from the pre- to the post-test for either group on the Critical Reading Test, as was the case between the post-test scores for both groups.

This experiment seems to indicate that sixth grade students are able to differentiate among the seven types of propaganda, some being easier than others.

There was no significant correlation between the Propaganda Test and Critical Reading Test, with the entire sample or either group. There also was no significant correlation between the Critical Reading Test and the California Reading Test, but there was a significant correlation between the general reading test and the Propaganda Test.

Limitations

The experiment merely sought to examine the ability of students to learn propaganda techniques. It did not consider whether a resistance to propaganda was a by-product. There was no test given or experiment done to see if students would be able to trans-

fer the learning of the propaganda techniques to a real life situation. Also, there was no measurement of the effect of each student's attitude toward propaganda before and after the experiment.

No consideration was given to the fact that if students from the experimental group were retested in six months, the gains achieved in this experiment on the Propaganda Test might decrease to a non-significant level.

Students were given the same test as a pre- and post-test for both the Propaganda Test and the Critical Reading Test. Although only tested six weeks apart, there did not seem to be a residual effect, as the control group did not show any significant gain in scores on either test.

Four reading achievement scores were missing in the computations since those students were new to the school system and had not been tested.

Suggestions for Further Research

More research needs to be done with elementary school students in the field of critical reading and propaganda. Can students learn types of propaganda before grade six? If it is taught along with other school subjects rather than an isolated concentrated study will students learn more? Would the systematic teaching of

critical reading with an emphasis on logic, influence the ability of students to identify propaganda devices and resist propaganda influences?

Much has been written on the above, but few actual experiments have been carried out to see students results and reactions. More must be done with critical reading and propaganda, and it should be an important part of every elementary school curriculum. Publishers also, should see the void in this area and publish more material and some tests geared for developing critical reading and propaganda analysis skills.

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APPENDIX A

OHIO STATE UNIVERSITY CRITICAL READING TEST TABLES

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APPENDIX A

TABLE I

THE OHIO STATE UNIVERSITY CRITICAL READING TEST
MEANS AND STANDARD DEVIATIONS
NATIONAL SAMPLE
INTERMEDIATE FORM

	Fall			Spring		
Grade	N	Mean	S.D.	N	Mean	S.D.
4	516	17.22	5.54	301	21.55	7.92
5	522	21.23	6.80	276	24.78	8.20
6	517	25.00	7.69	295	27.21	8.40

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APPENDIX A

TABLE II

COEFFICIENTS OF RELIABILITY FOR THE OHIO STATE UNIVERSITY CRITICAL READING TEST
NATIONAL SAMPLE
INTERMEDIATE FORM

Fall

Grade	N	KR 20	St Error	KR 21	St Error	Odd Ev	St Error
4	516	.66	3.24	.63	3.37	.68	3.13
5	522	.76	3.32	.74	3.50	.76	3.33
6	517	.81	3.34	.79	3.54	.82	3.29

Spring

Grade	N	KR 20	St Error	KR 21	St Error	Odd Ev	St Error
4	301	.83	3.29	.81	3.47	.82	3.39
5	326	.84	3.31	.82	3.52	.83	3.39
6	296	.85	3.30	.82	3.52	.83	3.50

APPENDIX B

UNPUBLISHED TESTS

APPENDIX F

NAME_____ AGE_____ DATE_____

PROPAGANDA ANALYSIS TEST

Directions:

You are to choose one out of the following seven propaganda devices which best describes the type of propaganda used in each example. Write the name of the device you choose on the line next to each example

PROPAGANDA DEVICES

1. Name Calling -- giving an idea a bad label
2. Glittering Generalities --- associating something with a "virtue word" (something which is good)
3. Transfer -- carries the authority, sanction and prestige of something we respect or the authority, sanction and disapproval of something we reject.
4. Testamonial -- a respected or hated person accepts or rejects an idea, person or product.
5. Plain Folks -- the speaker tries to convince people he is good because he is like "Plain Folks".
6. Card Stacking -- the use of facts, lies, illustrations or distractions, logical or illogical statements about an idea, program, person or product.
7. Band Wagon -- "everyone is doing it".

_____ 1. Everyone is trying the new Turfsmooth lawn seed. Give your home a new look. Plant some today.

_____ 2. Here is the lotion that will make you irresistible. Buy Smell Rite today! It is the lotion most actresses use.

_____ 3. Have nightly battles over horrible homework got you down? You can help your child to brilliant progress

in all his schoolwork. Why should he plod through these thrilling yarns of the action-packed adventures of America's pioneers and patriots. Fast-moving stories and pictures that glow with color will keep him turning pages and learning while he turns! Send for your introductory offer today. FREE for a thirty day trial. We will bill you later.

_____ 4. "My party is made up of practical idealists who are working for a better America --- a land of peace, prosperity, and security. You true Americans know what I mean.

_____ 5. Mr. MacSweeny, an insurance salesman, dropped in on the Brown family. "Mr. Brown, I hope I can persuade you to expand your insurance policy. All of your neighbors have called me and bought more insurance."

_____ 6. Leading doctors in our country tested Prinesp Asperin and found it longer lasting and more effective than other leading brands of aspirin. Buy what doctors recommend!

_____ 7. Dancing make you glow from head to toe! You're never too old to feel young again, to get that youthful glow and feel healthy -- full of energy. Our new, revolutionary method of teaching dancing makes the old systems as old and as out of date as a crew cut!

Whatever your age, dancing is one of the greatest exercises in the world for you. And it's fun! Much more fun when you really know how!

Why don't you get ready for more vacation fun now? Call the Z Xercise Dance School today!

_____ 8. John True is a great American. He had done much good while in office. He is loyal to his country and is a good example of the great American freedom fighter.

_____ 9. Effective Smoothene is a great complexion aid. Smoothene contains medicated formula with Emollito. Listen to Hollywood star Sharon Farron, who says, "I always

use Smoothene for complexion beauty."

_____ 10. Mr. Seep was running for Congress. During one of his speeches he said: "My performance in Congress is proof of my ability. I have the support of the Republicans, the Democrats, and the Independents in this country. People of all races will vote for me. The rich and the poor, the police, and the firemen, the librarian and the book burner are all voting for me. I have brought all these people together for a united America. Can all these people be wrong? No! Vote for Seep and join the rest of your countrymen.

_____ 11. John Knowall, is a down-to-earth friendly man just like us. He needs your support. Vote for Knowall.

_____ 12. The following advertisement was found in a popular magazine. "At last the discovery everyone is talking about! Modern science has found a way to keep your hair from falling out! It's called Baldless 72, and it contains the amazing new scientific discovery called hexamorphinal, Hexamorphinal works within hours to strengthen weak hair follicles and gives your hair that full healthy shine it used to have! Don't delay, buy Baldness 72 today! With the amazing new discovery hexamorphinal!

_____ 13. Yesterday Dr. Drew Smalling, a very well known scientist, spoke to a crowd of people and said: "Clif French is the best candidate for mayor of Middle Corners. I am going to vote for him and you should too!"

_____ 14. Our mayor has led this city to recovery from years of cancerous corruption and waste. He is honest. He has won many devoted assistants. The shining aims to which he dedicated his party are being accomplished by scientific thinking, selfless labor and courageous resistance to the schemes of his opponents.

_____ 15. Hi! I'm Linda Lorry, the swimming star. Where do I get my go? Why every morning I eat Tasty Tackles. They fill you up not out. I never have to snack

between meals. They give me that extra energy that a winner needs. So, if you're a winner, you'll go to your grocer's today. Get the cereal in the blue and red box, Tasty Tackles. You'll be glad you did. Take it from me!"

_____ 16. "Hello, neighbors, its mighty good to have a little heart-to-heart talk with all you kind folks."

_____ 17. His pigheaded fanaticism played a key role in brainwashing Congress to pass the Slave-Labor law that we hate.

_____ 18. Now friends, we'll have a little chat with our good neighbor, Nat Gardner, candidate for state senator from this district. You all know Nat. He was born in that modest little gray house over on Main Street. Why, he worked as a delivery boy for Old Mattson, the druggist.

_____ 19. George Glory, the famous politician, recommends Krackle cereal. "It gives me vim, vigor and helps me watch my weight. Besides, its great taste is something you should not miss!"

_____ 20. After hearing him rant, you will return to your home in disgust that America could produce such a creature!

_____ 21. Read the new, up and coming family magazine Family Living. In the past two years its doubled its circulation. Everyone is reading our magazine. Don't feel left out.

_____ 22. My unworthy opponent has been undermining this country for the past twenty years. He gets his orders direct from the bigwig Red bosses in Peking. This fool has been trying to destroy democracy and set

_____ 23. Antikay, that great new toothpaste, contains seriol, the miracle ingredient. Give yourself a smile of charm and protect your teeth against decay: use Antikay -- with seriol!

_____ 24. Kut Sharp, the great football star, recommends the Super X hair dryer. It dries his hair in half the time and keeps him looking great all day. Women find him irresistable.

_____ 25. Well, neighbors, after I play you a little guitar solo, I want to shake hands with each and everyone of you good people and ask you for your vote.

_____ 26. Everyone knows that he is a radical, not fit for you to believe in or vote for!

_____ 27. Luxury First Car Rentals ran the following ad on prime time television: "Luxury Car Rentals are for those who care enough to get the very best. I know a person like you would not settle for less. Rent a Cadillac or other luxury car from us. We rent cars to leading politicians, TV and movie stars. Anyone who is important rents our cars because they like luxury. We know you like it too. Rent from us!"

_____ 28. This woolly-headed, impractical dreamer would like to guide the destinies of this great and progressive city of ours. Why, this weak would-be leader cannot keep his own affairs in order.

_____ 29. Give him the razor all men want! Most men are already using it and would never again switch! Give your man the precision tool razor with double-rimmed blades.

_____ 30. Harry Stone grew up just as many of us did, as part of a hard working family. He had a paper route and worked in a supermarket to make extra money to spend.

_____ 31. The advertisement shows a bearded, old gentlemen peering into a microscope. The advertisement reads, "Doctors are claiming that Nopain is the greatest new tablet for the relief of aches and pains".

_____ 32. Jack Sample, our party's candidate holds to the principles that Thomas Jefferson and Abe Lincoln believed in. He is a true American.

_____ 33. What is the difference between you and someone who gets straight A's in school? Often the only thing he has that you don't is simple studying ability. If you are stuck with B's and C's, if you feel your talents are going to waste because you do not know how to use them, here is the book you must read. Developing Your Study Habits is a book by Dr. Enock Bloof. Dr. Bloof uses scientific methods to show you how to become a straight A student. This book will organize your thinking and help you get to the top of your class. It can zoom you along the road to success.

_____ 34. I will uphold freedom and continue prosperity in this great nation of ours!

_____ 35. We all believe in health, happiness and security for everyone just as our founding Fathers did!

CRITICAL READING TEST DEVELOPMENT PROJECT

Intermediate Level

TEST I

Prepared by
TEST DEVELOPMENT CENTER
School of Education
The Ohio State University

For THE UNITED STATES OFFICE OF EDUCATION

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SAMPLE QUESTIONS

DIRECTIONS

Read each story and question carefully.
Select the best answer to each question.

---

1. Jane catches a cold easily when she is around another person who has a cold. Jane walked past John and began to sneeze. She told her mother that night, "John gave me a cold."

   What was Jane's mistake?

   1. She shouldn't have walked past John.
   2. She may not have caught the cold from John.
   3. She shouldn't have gone to school.
   4. She should have told the teacher.

---

2. A very old lady was standing on the sidewalk by a busy street. A boy in a boy scout uniform walked up to her and helped her across the street.

   What conclusion can you draw from this paragraph?

   1. One boy scout always helps ladies across streets.
   2. One boy scout helped a lady across a street.
   3. Boy scouts always help people across the street.
   4. Boy scouts never help ladies across streets.

PART I

DIRECTIONS

Each of the questions follow a short story. Read the story carefully, then choose what you think is the best answer to the question.

---

1. Scott O'Dell was born in Los Angeles. While he was still in grade school his family moved to the port town of San Pedro, California. There he grew up among the fishermen, sailors, and their rough-and-ready sons. He went to school in Long Beach, attended college in California and later worked in the motion picture industry. He knew California and its seacoast well; he loved to hear stories about the "early days." Several times during his life, he had heard a story of the lost woman of San Nicholas Islands. When he had time he carefully traced the story and collected all of the facts he could. Finally, when he began to write The Island of the Blue Dolphins, he told the story so realistically that the reader is magically transported to the "Island of the Blue Dolphin."

   Why do you think Scott O'Dell was able to write about the islands off the coast of California and the sea about them?

   1. Because he had spent most of his life living along the California seacoast.
   2. Because he studied geography and oceanography in college.
   3. Because he had unusual writing ability.
   4. Because he was a good story teller.

---

2. Refrigerator freight cars, refrigerated trucks and airplanes transport quantities of fruits and fresh vegetables. In winter, produce from gardens on the West Coast and in the South appears in our markets. All year around, we can have a diet which is high in health-giving fruits and vegetables.

   This story shows how transportation promotes:

   1. Travel
   2. Safety
   3. Sales
   4. Health

Go on to next page.

3. Your teacher tells you that a special program about football will be on television this week.

Where would you most quickly find information about the correct channel and time of the program?

1. Sports Illustrated
2. Your local newspaper
3. Last week's T.V. Guide
4. Football Today

---

4. Mary exclaimed, "I have gotten A's in all of my subjects so far this year." She knocked on wood so she would continue to receive A's. Mary received straight A's for the rest of the year. She decided to continue knocking on wood so that she would always receive straight A's.

Was Mary correct in her decision?

1. No, some school subjects are more difficult than others.
2. Yes, knocking on wood always means good luck.
3. No, the wood had nothing to do with her grades.
4. Yes, Mary was a very good student.

---

5. Mike and Dennis were watching television. "Here comes a man in a white hat," said Mike. "He'll save the pioneers." Dennis asked, "How do you know the man in the white hat is good?" Mike answered, "This man will be good because he is wearing a white hat. A man is either all good or all bad."

What should Dennis answer?

1. "Mike, you're wrong. A man is good sometimes and bad at other times."
2. "You're right, Mike. That man is all good and that white hat is there to show it."
3. "Mike, you're wrong. All men are good and it doesn't matter what color hat they wear."
4. "You're right, Mike, a man is either all good or all bad."

Go on to next page.

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6. The principal of State Street Elementary decided that the Tiger Club would have to disband. "It is not a good club," he said. "The club is not fair in selecting its members." John and Bill were members of the Tiger Club, so many children decided that John and Bill were unfair.

   Were the children correct?

   1. No, John and Bill were probably nice boys who were forced to join the club.
   2. No, just because the club as a whole was unfair doesn't mean each member was.
   3. Yes, John and Bill wouldn't have been in the club if they were not unfair.
   4. Yes, if the club was unfair, then all its members must have been unfair.

Taken from a newspaper editorial

7. The ministers who are urging all movie theaters to be closed on Sunday are a dedicated group of men. These honest, unselfish servants of God and man have the best interests of our children at heart. They want all children to be in church instead of in a movie every Sunday.

   What is the writer doing in this paragraph?

   1. He is describing the ministers who want the movie theaters closed with the best descriptive words possible.
   2. He is describing all ministers with words that readers like to hear.
   3. He is describing the ministers who want movie theaters closed on Sunday with words that suggest something good to the reader.
   4. He is describing some ministers with words that suggest something bad to the reader.

Go on to next page.

8. A well-known proverb says, "If you open an umbrella in a house, someone there will get sick." John's mother believed this saying and often warned him never to open his umbrella in the house. One day he forgot, and opened his umbrella in the house. The next day his sister Susie became sick.

How was Susie's illness related to John's raising the umbrella?

1. Susie's illness was caused by John's raising the umbrella.
2. Susie's illness was not caused by John's raising the umbrella but by germs.
3. Susie's illness was caused by some disease and by John's raising the umbrella.
4. Susie's illness was not caused by John's raising the umbrella.

---

9. Mr. Clark said that all women are bad drivers. However, Mrs. Clark said "Official records show that men have twice as many accidents as women do. So women drivers are really twice as safe as men."

What must you know before you could agree with Mrs. Clark?

1. How many women have taken driving lessons.
2. How many drivers are men and how many are women.
3. Do men drive faster than women?
4. How many bad drivers have stopped driving.

Go on to next page.

The following is an excerpt from a political speech:

10. Now, folks, I'm not going to try and fool you. I know I can't change the whole government when I get elected, but there's some durn good things I can do. I can talk and I intend to talk plenty. I mean to tell them fancy lawyers that they can't pull the wool over our eyes. No siree, us folks have a right to be heard.

What is the candidate trying to do in his speech?

1. He is trying to tell the voters that politicians fool the people.
2. He is trying to tell the voters that lawyers are bad.
3. He is trying to tell the voters he is just like them and that he will take care of their rights.
4. He is trying to tell the voters that he can't change the government.

---

11. Some people who study language believe that all language is based upon particular sounds of animals; such as the bow-wow of the dog and the meow of the cat.

What is the best way to describe this statement?

1. It is a theory.
2. It is a fact.
3. It can be proved.
4. It is incorrect.

---

12. Even in a democracy where a free society is defined by its people, there comes a time when <u>absolute</u> freedom is impossible.

As used in the sentence, the underlined word means:

1. All
2. Most
3. Some
4. Complete

Go on to next page.

13. Hawaii's warm weather allows people of all ages to enjoy water sports all year round. The long stretches of beach on the islands are convenient to everybody. The most exciting water sport is surf-riding. Many Hawaiians have practiced surf-riding since they were children. They are so skillful that they make this difficult sport seem easy. I took surf-riding lessons and found it was not as easy as it looks.

Which of the following statements is opinion?

1. The most exciting water sport is surf-riding.
2. Hawaii has warm weather.
3. Many Hawaiians are skillful at surf-riding.
4. Many Hawaiians have practiced surf-riding since they were children.

---

14. He had an unhappy childhood and little formal education. His ambition to become an artist was bitterly opposed by his father. Although self-educated, he became the author of a book, the sales of which in his country ranked next to those of the Bible. Obstacles did not discourage him. People would say, "Why, you can't do that," but he hurdled one barrier after another. He placed a great deal of emphasis upon improving the health of young people, and he was known throughout the world as a good speaker. One of his closest associates said of him: "He accomplishes great deeds out of the greatness of his heart, the passion of his will, and the goodness of his soul." The man: Adolf Hitler.

What conclusion could you draw from this paragraph which would be true?

1. That one of Hitler's close associates thought he was a great man.
2. That all of Hitler's close associates thought he was a great man.
3. That people all over the world thought Hitler was a great man.
4. That Hitler was the greatest speaker and the greatest man of all time.

Go on to next page.

15. Bob came to Grand Avenue School in December and started playing on the Room 101 basketball team. In January his team lost only one game. In February they won every game.

Which among the following best explains the success of Room 101's basketball team?

1. The team members practiced more in January and February.
2. Bob was a good player and helped the team win.
3. It is difficult to tell from the paragraph.
4. Room 101 must have had many tall boys.

---

16. A person is like a lovely flower. If he is given proper nourishment and sunshine he will become a beautiful human being.

Is this a good comparison?

1. Yes, people and flowers need the same things.
2. Yes, people are as lovely as flowers.
3. No, people are not as lovely as flowers.
4. No, people and flowers are different in many ways.

---

17. A candidate for public office had his picture taken to be used in his campaign. When he posed for the picture he wanted the American flag hanging in the background.

What was the candidate trying to achieve by having the American flag in the background of his picture?

1. He wanted to show a picture of the American flag at every opportunity.
2. He wanted voters to transfer their respect for the flag to him.
3. He wanted the flag because other candidates used it in their pictures.
4. He wanted to have an attractive background for his picture.

Go on to next page.

18. Jack cannot decide what to do. All of his friends are going to the movies Saturday afternoon, and they want Jack to go along. Jack doesn't want to go because he has seen the movie and didn't like it. However, he doesn't want to stay home alone Saturday because he would be bored.

What has Jack not considered?

1. Whether all of his friends are really going to the movie.
2. Whether he would like the movie if he saw it again.
3. Whether he should consider doing something else.
4. Whether his friends want him along.

---

19. Once a little boy who was out walking with his collie wandered away from home and fell into a well. His collie went for help, and led the boy's father to the well. Another time a collie helped a lost boy find his way back to his home.

What conclusion can be drawn from these statements?

1. Collies are the best pets children can have.
2. Collies are helpful in saving all children.
3. Collies are good pets because they always bring people to help you.
4. Collies were helpful in saving two children.

---

20. Jackie is Joan's older sister. Their mother gave Jackie a beautiful blue sweater for her birthday. Jackie liked it so much that her mother decided to get one for Joan's birthday, too.

Is this a good decision?

1. No, their mother should buy a different color for Joan.
2. Yes, Joan could never wear Jackie's sweater.
3. No, Joan might not like the same things as Jackie.
4. Yes, a sweater is a very nice gift.

Go on to next page.

21. Recently, Negro citizens in a southern city rioted because they were not allowed to register to vote. The event was reported in one newspaper as follows: Integrationists defy authority. White and Negro citizens who are protesting unfair practices invaded official offices in a pre-planned attempt to clog the machinery of the city's business.

Why did the reporter choose words such as "defy," "invaded," and "clog the machinery?"

1. Because these words are the most descriptive.
2. Because these words are the most accurate.
3. Because these words suggest desirable action.
4. Because these words suggest undesirable action.

---

22. John received an A in Science. He must be smart.

If these statements are true, what is taken for granted?

1. All children who get A's in science must be smart.
2. Some children who get A's in science must be smart.
3. A child receiving an A in any subject must be smart.
4. Other children in the class may not be smart.

Taken from a political article

23. My purpose in this campaign is not to seek profit for myself by getting a political office. It is to keep wild rabble rousers out of our government. Every office that we can fill with an honest, peace-loving man prevents the radicals from gaining power in our country.

What is the speaker doing in this paragraph?

1. He is using the best words possible to describe his opponents.
2. He is describing some office seekers with words which suggest something bad to the reader.
3. He is telling the truth in the best way it can be told.
4. He is describing all office seekers with words which suggest something good to the reader.

Go on to next page.

24. In October, Bill found two magazine articles which forecast the players for the season's "All American Team." One article was written by John Blake, the chief sports writer for International News Service. The other one was written by Ray Randall, who was a television star and knew many football players through guest appearances on his program.

In making a report to class about the "All American Team," what should Bill use?

1. He should give information from the person who knew the players personally.
2. He should give only the information from the sports writer.
3. He should give information from both articles but tell who wrote them.
4. He should give information from the magazine article which gave the better forecast.

---

25. Anyone who has the interest of the United States at heart will fight against Communism. Senator Smith has the interest of the United States at heart.

If the above statements are true, what conclusion must be drawn?

1. Anyone in the United States might fight against Communism.
2. Anyone in the United States will fight against Communism.
3. Senator Smith might fight against Communism.
4. Senator Smith will fight against Communism.

---

26. Mike says that musicians are sad people.

What is the correct way to describe this sentence?

1. Some musicians are sad.
2. All musicians are sad.
3. Some musicians are not sad.
4. Many musicians are not sad.

Go on to next page.

27. John said, "Patty's father is rich."

What is the meaning of rich in this sentence?

1. The meaning is unclear.
2. Patty's father must be a banker or an oilman.
3. Patty's father is a millionaire.
4. Patty's father will give many things to Patty.

STOP

This is the end of PART 1. Go back and check to be sure you have answered each question.

APPENDIX C

PUBLISHED TEST

Removed Comprehensive Tests of Basic Skills - Complete Battery, Form Q, Level 2 due to copyright restrictions